

## ABSTRACT

### **Nabila, Lanis Zahra (2025) : The Impact of Kahoot! Game on Students' Vocabulary Mastery of Verbs and Adverbs at Junior High School : A Pre-Experimental Study**

This research investigates the impact of the Kahoot! learning application to improve students' vocabulary mastery especially of verbs and adverbs in junior high school.

The background of this research is based on the challenges faced by students in acquiring sufficient English vocabulary due to limited time, low motivation, and conventional teaching methods. Many mistakes are made when using adverbs because students do not understand the true contextual meaning of adverbs in sentences (Al- Nasrawi, 2014).

To address these issues, Kahoot!, a digital gamified learning tool, was introduced as an alternative method to support vocabulary learning in an engaging way. This study used a quantitative approach using a pre- experimental design with a one-group pretest-posttest. The participants are twenty-eight of eighth-grade students during the 2024–2025 academic year at SMP Al-Amanah Cileunyi. The research instruments included of a pre-test and a post- test, each containing 20 multiple-choice questions related to vocabulary in verbs and adverbs.

The outcome of the paired sample t-test indicated a significant difference between the pre-test and post-test scores, with a significance value of 0.000 ( $p < 0.05$ ). The mean score increased from 68.86 to 90.23, and the N-Gain analysis showed an average gain of 0.6985, categorized as moderate effective. Based on these findings, it can be finished that the use of the Kahoot! application has a statistically significant and good effect on students' vocabulary mastery. This study recommends that EFL teachers consider integrating interactive digital tools like Kahoot!

***Keywords: vocabulary mastery, verbs and adverbs, Kahoot!, digital learning media, junior high school, pre-experimental design***